

## Adolescent Reading

### Importance of Literacy

- In Alberta, a high percentage of dropouts have literacy problems.
- In the U.S., 27% of adults did not read a book last year.
- Early literacy programs can be effective; however many adolescents continue to struggle with reading.
- These adolescents struggle reading to learn.
- Recent estimates indicate 42% of Canadian adults lack functional literacy.
- 22% have serious reading problems.

### Importance of Literacy

- Most programs are either prepared or implemented poorly.
- Most 4-12 teachers are poorly prepared to assess and treat reading difficulties.
- More than two-thirds of new jobs are expected to require some post-secondary education.

### Importance of Literacy

- What do we expect of students?
  - Acquire, manipulate, remember and use large amounts of information from texts and lectures.
  - Books become longer and discussions are based on a presumed understanding, rather than to form understanding.
  - Understand and use specialized vocabulary
  - Identify validity of information found in media, on internet and sources of text

### Importance of Literacy

- All while...
  - Being required to cover material independently.
  - With little time for academic interaction.

### Myths

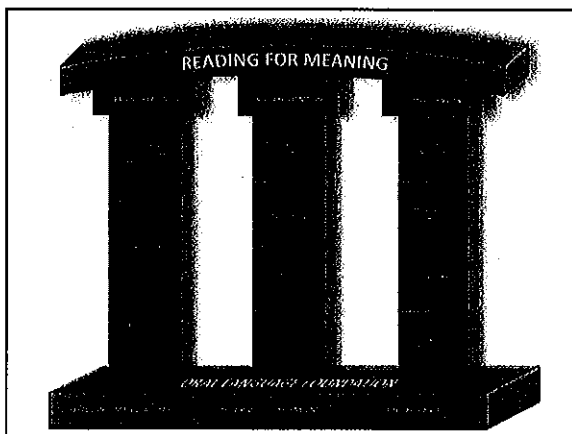
- Literacy is the job of Elementary / English Language Arts teachers.
- "Content teachers feel out of control when it comes to literacy, and we need to change that." – Dr. Barbara Ehren

### Myths

- Literacy is the job of Elementary / English Language Arts teachers.
- It is fruitless to spend time and money on older students because they have passed the point at which instruction can make a real difference.
- Little can be done for students who are not motivated to engage in literacy activities.

### Motivation

- Seven Rules of Engagement in Reading in The Reading Teacher (Nov. 2011)
  - When reading task and activities are relevant to their lives
  - When they have access to a wide range of reading materials
  - When they have ample opportunity to engage in sustained reading
  - When they have opportunities to make choices about what they read and how they engage in and complete literacy tasks
  - When they have opportunities to socially interact with others about the text they are reading.
  - When they have opportunities to be successful with challenging texts
  - When classroom incentives reflect the value and importance of reading



### ORAL LANGUAGE FOUNDATION

- Word Poverty - 32 million (Gallagher, 2011)
- "We cannot have secondary classrooms (or any level) that are quiet. We need interaction around text." – Dr. Barbara Ehren





## WORD RECOGNITION



## DECODING



- 44 sounds

Table 1: Phonemes to graphemes (consonants)

| Phoneme | Grapheme(s) | Example word(s)      |
|---------|-------------|----------------------|
| /b/     | b, bb       | bat, bubble          |
| /p/     | p, pp       | cat, cup, jump       |
| /t/     | t, tt       | top, stop, tight     |
| /k/     | k, ck       | cat, kick, back      |
| /g/     | g, gg       | goat, giggle, again  |
| /f/     | f, ff       | fish, offer, enough  |
| /v/     | v, vv       | very, virus, love    |
| /s/     | s, ss       | snake, sit, so       |
| /z/     | z, zz       | zoo, buzz, zero      |
| /h/     | h, hh       | hat, hot, honest     |
| /m/     | m, mm       | man, mother, more    |
| /n/     | n, nn       | no, nose, night      |
| /l/     | l, ll       | leaf, little, all    |
| /r/     | r, rr       | run, right, round    |
| /w/     | w, ww       | water, write, two    |
| /j/     | j, jj       | jump, join, juice    |
| /d/     | d, dd       | dog, day, good       |
| /tʃ/    | ch, tch     | church, match, watch |
| /dʒ/    | ge, j, g    | age, job, orange     |
| /θ/     | th          | thing, bath, mother  |
| /ð/     | th          | the, this, other     |

Letters and Sounds: Notes of Guidance

## FLUENCY



Word Automaticity

### From the Diary of a Pre-School Teacher

My five-year old students are learning to read. Yesterday one of them pointed at a picture in a zoo book and said,

"Look at this! It's a frickin' elephant!"

I took a deep breath, and then asked..." What did you call it?"

"It's a frickin' elephant! It says so on the picture!"

And so it does...

From the Diary of a Pre-School Teacher



African  
Elephant

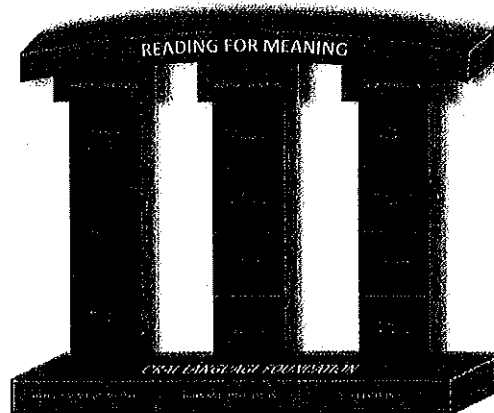
## FLUENCY



Word Automaticity  
+ Phrasing/Stress/Intonation  
Fluency

## FLUENCY

I didn't kill the king.



## COMPREHENSION



## BACKGROUND KNOWLEDGE



- Baseball Story
- Fill in the Blank

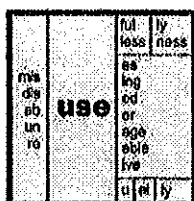
The questions that p\_\_\_\_\_ face as they raise ch\_\_\_\_\_ from in\_\_\_\_\_ to adult life are not easy to an\_\_\_\_\_. Both fa\_\_\_\_\_ and m\_\_\_\_\_ can become concerned when health problems arise anytime after the e\_\_\_\_\_ stage to late life.

Experts recommend that young ch\_\_\_\_\_ should have plenty of s\_\_\_\_\_ and nutritious food for healthy growth. B\_\_\_\_\_ and g\_\_\_\_\_ should not share the same b\_\_\_\_\_ or even sleep in the same r\_\_\_\_\_. They may be afraid of the d\_\_\_\_\_.

## VOCABULARY



- Heart and Soul of Reading Levels
- Tiers of Vocabulary
- Morphology

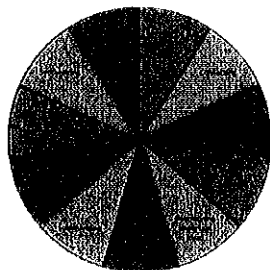


## METACOGNITIVE SKILLS

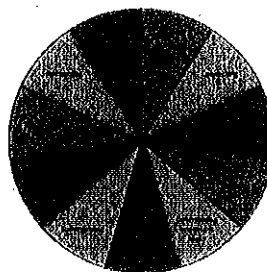


- "Thinking about Thinking"

## METACOGNITIVE SKILLS

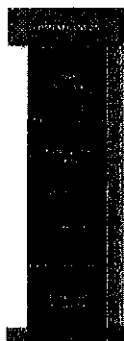


## METACOGNITION



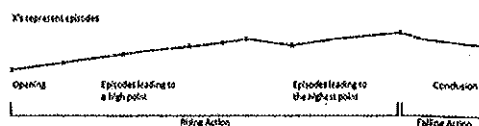
- Establish a Purpose
- Model the Skill (Think aloud)
- Gradual Release of Responsibility
- Assess – Listen to them read!

## TEXT STRUCTURE



- Narrative
- Expository

## NARRATIVE



## EXPOSITORY

- Compare/Contrast
- Procedural
- Description
- Sequential
- Cause/Effect
- Most expository texts mix these structures.
- Mostly new information.
- Higher conceptual density – increased cognitive load
- Each structure has “signal words” that allow students to determine the purpose of what they are reading.

## DISCIPLINE LITERACY



## Social Studies

- Understand the word reading and comprehension demands of chosen texts, such as recognizing facts, opinions and judgments, distinguishing between primary and secondary sources, identifying authors purpose and point of view, detecting bias, evaluate presented evidence, using text features.
- Know individual student needs and how to modify texts
- Understand text structures common to SS (description, compare/contrast, sequential, cause/effect, argument and evidence, problem/solution, proposition/support)
- Demonstrate comprehension strategies for each
- Demonstrate strategies for learning tier 2 and 3 vocabulary (especially abstract vocabulary).

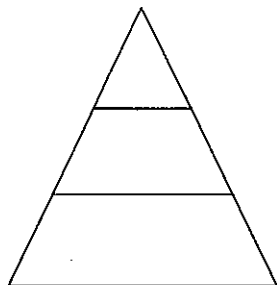
## In all Disciplines...



- Strategies that activate or develop background knowledge (including vocabulary)
- Strategies that scaffold metacognitive skills
- Strategies that teach text structure

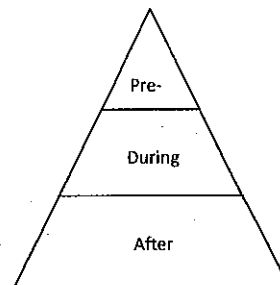
### Strategies

- Pre-
- During
- After



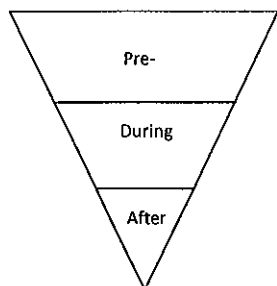
### Strategies

- Traditional



### Strategies

- Research



### Pre-Reading

- There are 3 areas that can cause students difficulty when reading a text. Pre-teaching can help.
  - Background Knowledge
  - Vocabulary
  - Text Structure (different than text features)

### Activating Background Knowledge



### Strategy: Anticipation Guides

- involve making predictions that assess students prior knowledge and reveal preconceptions
- require students to evaluate claims and justify claims with evidence from the text
- provide support and scaffolding for students to engage with text materials and actively participate in communication and argumentation

(Pegg & Adams, 2012; Fang, 2010, p. 81-83)

### Strategy: Anticipation Guides (sharing and revising)

#### Ecosystem Interactions Example:

**Before Reading:** Decide whether the statements below are true or false. In the before column place a T (true) or an F (false). You must make a decision. Do not leave any blank.

**After Reading:** Review your responses and place a T (true) or an F (false) in the after column for each statement. Underneath each statement, provide evidence from the text that supports your thinking. Reference ideas from the text with the page number where the information was found. There may be more than one source in the text for each statement.

- | Before | After |   |
|--------|-------|---|
| _____  | _____ | 1. Plants get their food from the soil.                                       |
| _____  | _____ | 2. Plants use oxygen and animals use carbon dioxide.                          |
| _____  | _____ | 3. Living things have an impact on the non-living components of an ecosystem. |



**The Power of Photosynthesis**  
Plants need the sun's energy to make their food. They take in carbon dioxide from the air and water from the soil. They use the sun's energy to combine these two ingredients and create glucose, a sugar that plants use for energy. They also release oxygen into the air as a byproduct.

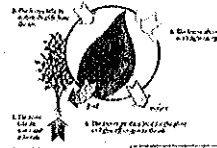


Figure 1: The process of photosynthesis

This process is important to plants for two main reasons:  
• Photosynthesis converts the sun's energy into chemical energy in the form of glucose, which plants use for food.  
• Photosynthesis provides the oxygen in the air you breathe.

Plants also play an important role in ecosystems. It is the only process that allows other living things to use oxygen to breathe. Without photosynthesis, plants would not produce the food and oxygen that all food consumers need to survive. That's why scientists call plants and places like forests "life-support systems."

**Oxygen Is for More Than Just Breathing**  
You have learned that photosynthesis is important for making food for plants and for producing oxygen. Food is the source of matter and energy that animals and plants need to survive. Both animals and plants need oxygen. That's right—plants need oxygen, too.

Mostly all living things need oxygen to release the energy that is stored in their food. Cellular respiration is the process responsible for the release of energy. Cellular respiration is a chemical reaction that occurs within the cells of all living things. It combines food and oxygen to produce carbon dioxide, water, and energy. The food is in the form of a sugar molecule. The energy is used to power the plant and to help it grow. The carbon dioxide is then released into the air and taken up by other plants. Figure 1 shows the word equation for cellular respiration.

Source: Adapted from "Photosynthesis and Cellular Respiration" by David M. Nelson, 2005. Reproduced with permission.

### Strategy: Anticipation Guides (sharing and revising)

#### Writing Statements

- Include statements that address key concepts and possible student misconceptions.
- Include statements that require inference from the text.
- Include statements that purposefully generate discussion and debate.

### Building Vocabulary



### 5 minutes Vocabulary Word Sort

1. Sort the terms that you have been given on a continuum from less difficult to more difficult.
2. Discuss why some terms may be more difficult than others.
3. Group terms together based on the reasons that they may be difficult for students. Be prepared to share this with the group.



### Vocabulary Word Sort

#### Word List:

- Periodic Table
- Cycle
- Power
- Pukinje Fibers
- Calorimeter
- Oxidation
- R-selected
- Mixture
- CO<sub>2</sub>
- Dry Cell
- Photosynthesis
- Inorganic
- Variable
- Suppressor T Cell
- Pipette

### A Different Taxonomy of Words

#### Level 1: Naming Words

- Familiar objects with new names
- New objects with new names
- Symbolic representations (e.g. H<sub>2</sub>O)

#### Level 2: Process Words

- Some are observable
- Some are not observable

#### Level 3: Concept Words

- Derived from experience
- Theoretical constructs (abstractions, postulated entities)

(Modified from Wellington & Osborne, 2001; Pugalee, 2007)

### Other Vocabulary Issues

- Words with dual meanings, i.e. everyday, scientific or mathematical (e.g. work, force, solution)
- Words with more precise meanings in science (e.g. theory)
- Some terms sound like everyday words (e.g. tuff/tough)
- Easily confused related terms (e.g. r-selected/K-selected or independent/dependent)
- Abstractions in which verbs & adjectives are turned into nouns (e.g. continental collisions)
- Students may also struggle with non-technical terms (e.g. abundant, initial, conversely, thus)

(Fang, 2010; Pugalee, 2007; Wellington & Osborne, 2001)

### Teaching Vocabulary

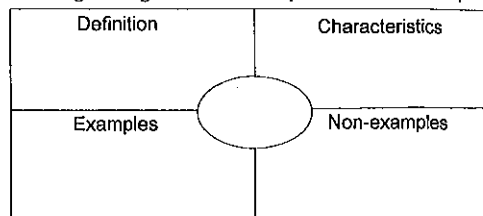
- Students need opportunities to discuss ideas using their own terms and practice translating back and forth with technical terms.
- Vocabulary taught in relationship to experiences and visual representations will be more easily learned than vocabulary that is disconnected from context.

### Vocabulary Strategies for Process or Concept Words

### Frayer Diagram

#### Purpose:

Focuses on characteristics of a concept by distinguishing between examples and non-examples.



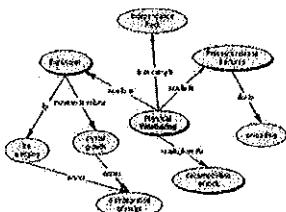
## Concept Mapping

### Purpose:

Requires students to identify what they know about a concept by identifying relationships to other concepts.

### Key Components:

- Sort concepts into similar groups
- Use arrows to connect related concepts
- Write words or short phrases next to arrows to specify relationships between concepts



## Vocabulary Strategies for All Words

## Word Sort

### Purpose:

- Helps students recognize the relationships among key concepts

| <u>Tundra</u> | <u>Grassland</u> | <u>Biomes</u><br><u>Desert</u> | <u>Forest</u> |
|---------------|------------------|--------------------------------|---------------|
| Caribou       | Grasses          | Sahara                         | Conifers      |
| Permafrost    | Cactus           | Canopy                         |               |
| Zebras        |                  | Camels                         |               |
|               |                  | Savannas                       |               |

## Word Wall

### Purpose:

- Provides visual reference for students

### Uses:

- Involve students in adding words to the wall
- Use the words in word sorts and concept maps



(Vallejo, 2006)

## Prefixes, Suffixes, and Roots

- Understanding basic prefixes and suffixes can help build vocabulary for all students
- Thousands of important English words come from Latin and Greek roots (particularly in science)

## Prefixes, Suffixes, and Roots

### Examples:

| Word   | Meaning        |
|--------|----------------|
| hyper- | above          |
| intra- | within, inside |
| sub-   | below, under   |
| super- | above, over    |

### Resources:

- Common Root Words  
<http://academic.cuesta.edu/acasupp/as/506.HTM>
- The Language of Science  
<http://www.biologycorner.com/worksheets/language.html>
- Prefixes used in Math <http://www.basic-mathematics.com/prefixes-used-in-math.html>

## Text Structure



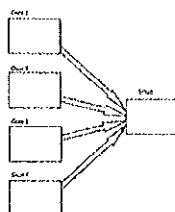
## Text Structure Instruction

- Students can benefit from guided instruction that helps them become aware of the different types of science text structures (e.g. cause and effect, sequence of events, processes)

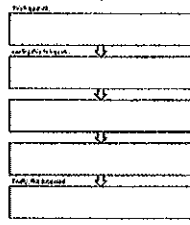
(Mason &amp; Hedin, 2011)

## Graphic Organizers

## Cause and Effect



## Chain of Events



[http://library.thinkquest.org/1001156/writing%20process/sl\\_go\\_cause.htm](http://library.thinkquest.org/1001156/writing%20process/sl_go_cause.htm)  
<http://thisreadingmama.com/2012/04/13/nf-text-structure-cause-effect-continued/>  
 Also see chapter 5 in Fang (2011, p. 92-93)

## Graphic Organizers

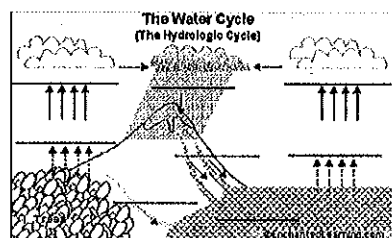
## Theory - Evidence

| Theory   | Evidence   | Reasoning  |
|--|--|--|
| <ul style="list-style-type: none"> <li>Lithosphere is made up of plates</li> <li>The plates are moving very slowly on a semi-solid layer of crust</li> </ul> | <ul style="list-style-type: none"> <li>Earthquakes &amp; volcanoes are concentrated in specific areas</li> <li>At ocean ridges, newer rock is found near the ridge and rock gets older as you move away from the ridge.</li> </ul> | <ul style="list-style-type: none"> <li>Earthquakes &amp; volcanoes occur at boundaries where plates meet.</li> <li>Rock must be moving away from the ocean ridges and towards the continents, resulting in the different ages.</li> <li>Newer rock is formed from magma reaching the surface.</li> </ul> |

(Based on reading from Science in Action 7, p. 397-398)

## Graphic Organizers

## Processes



<http://www.enchantedlearning.com/geology/label/watercycle/index.shtml>

## During Reading

- They key is to help students think and read at the same time.
- "Students should never read without a pen in their hand." — Irene Heffel

### During Reading

- Strategies help students make connections, monitor understanding and deepen understanding.

### During Reading

- Have you ever seen a student (or some adults) highlight notes from a textbook?
- Some people use highlighting as a way to pay attention...but it can be overused.
- Highlighting should be used as a tool to identify important information.

### Metacognitive Skills



### Scaffolding Metacognitive Skills

- Metacognitive skills can be taught by developing self-awareness and self-assessment skills.
- Self-regulated readers:
  - Analyze tasks and set goals
  - Monitor and control their actions
  - Make judgments relative to their progress
  - Reassess and revisit

### Highlighting

- Look carefully at first and last sentences.
- Only necessary words and phrases
- Don't get thrown off by details. They emphasize the main ideas.
- Make notes next to highlights (connections)
- Cue words – followed by important information
- Text features
- Surprising Information
- No more than one third of a paragraph should be highlighted

### Strategy: INSERT

Purpose: Provides a system of simple symbols that students use to monitor their thinking as they read.

- ✓ Something you already knew
- ? Something you don't understand
- Something different from what you thought
- ! Something you didn't know

<http://www.readwritethink.org/classroom-resources/lesson-plans/guided-comprehension-monitoring-using-230.html>

### Strategy: Confirming to Extending Grid

|  |                                  |
|--|----------------------------------|
| Confirming: What we might know or have heard | Revising: What the author stated |
| Shouldn't know: What we wonder               | Revising: What the author stated |
| Extending                                    |                                  |

(Buehl, 2011)

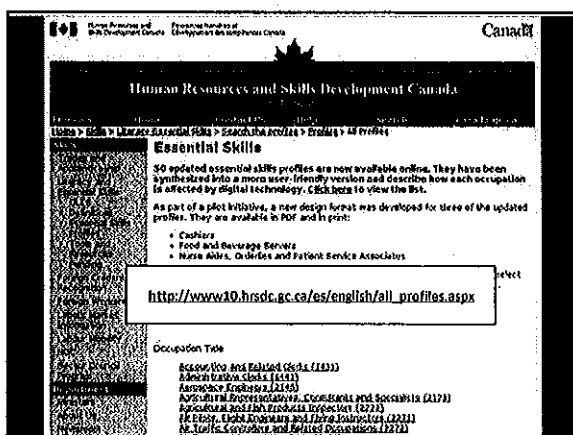
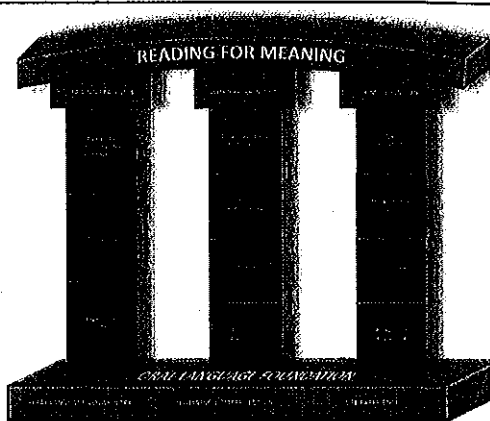
### Strategy: Self-Questioning or QTA

- What conclusions/theories/explanations does the author provide?
- How do we know? What is the evidence?
- What other conclusions could be justified by the evidence?
- How does the visual information help me understand?
- What processes do I need to understand?
- What are the relationships involved? Are there any cause and effect relationships?
- Where might I encounter these concepts in the world?
- How has this author changed what I previously understood?

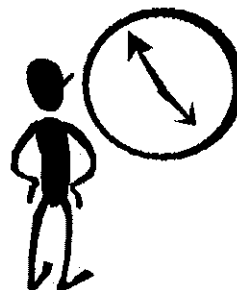
Modified from Buehl (2010), also see chapter 5 in Fang (2011, p. 89)

### After Reading

- After reading, strategies are used to help students process ideas and apply knowledge.

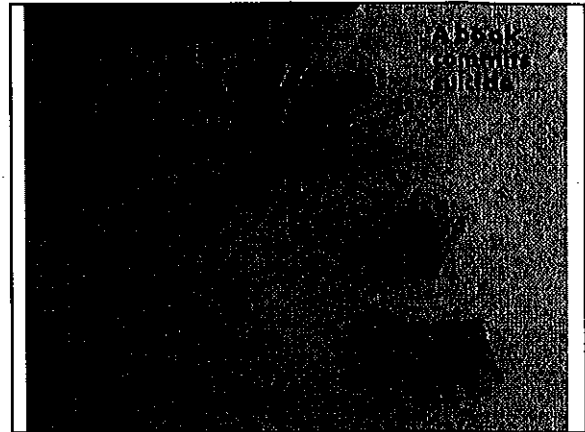


Where do I get the time to teach reading?

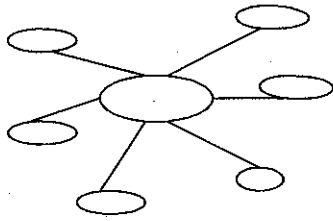
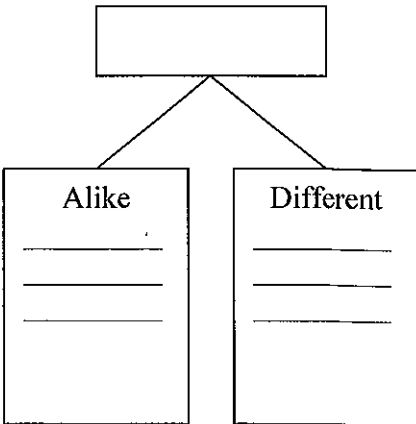


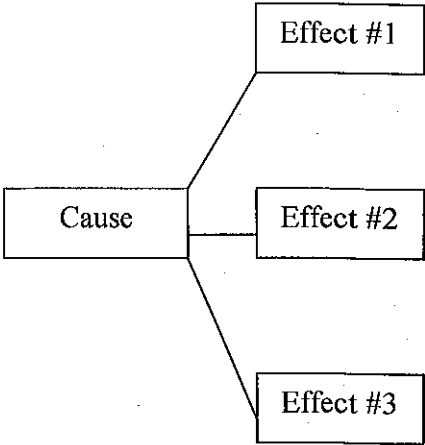
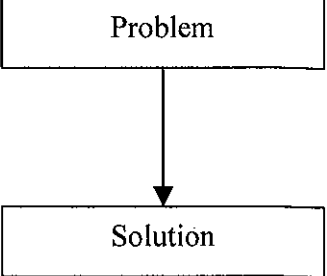
### What do you require for reading?

- How much of it is academic?
- 50/50 academic to recreational



## Five Expository Text Structures and their Associated Signal Words

| Pattern     | Description  | Cue Words<br>(signal words)  | Graphic Organizer  |
|-------------|--|--|--|
| Description | The author describes a topic by listing characteristics, features, attributes, and examples                            | <ul style="list-style-type: none"> <li>• for example</li> <li>• characteristics</li> <li>• for instance</li> <li>• such as</li> <li>• is like</li> <li>• including</li> <li>• to illustrate</li> </ul>   |                               |
| Sequence    | The author lists items or events in numerical or chronological sequence, either explicit or implied                    | <ul style="list-style-type: none"> <li>• first</li> <li>• second</li> <li>• third</li> <li>• later</li> <li>• next</li> <li>• before</li> <li>• then</li> <li>• finally</li> <li>• after</li> <li>• when</li> <li>• later</li> <li>• since</li> <li>• now</li> <li>• previously</li> <li>• actual use of dates</li> </ul>  | <ol style="list-style-type: none"> <li>1. _____</li> <li>2. _____</li> <li>3. _____</li> <li>4. _____</li> </ol> |
| Comparison  | Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different | <ul style="list-style-type: none"> <li>• however</li> <li>• nevertheless</li> <li>• on the other hand</li> <li>• but</li> <li>• similarly</li> <li>• although</li> <li>• also</li> <li>• in contrast</li> <li>• different</li> <li>• alike</li> <li>• same as</li> <li>• either/or</li> <li>• in the same way</li> <li>• just like</li> <li>• just as</li> <li>• likewise</li> <li>• in comparison</li> <li>• where as</li> <li>• yet</li> </ul> |                             |

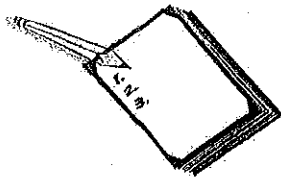
|                      |   |  |   |
|----------------------|---|--|---|
| Cause and Effect     | The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event. | <ul style="list-style-type: none"> <li>• if/then</li> <li>• reasons why</li> <li>• as a result</li> <li>• therefore</li> <li>• because</li> <li>• consequently</li> <li>• since</li> <li>• so that</li> <li>• for</li> <li>• hence</li> <li>• due to</li> <li>• thus</li> <li>• this led to</li> </ul> |  <pre> graph LR     Cause[Cause] --- Effect1[Effect #1]     Cause --- Effect2[Effect #2]     Cause --- Effect3[Effect #3] </pre> |
| Problem and Solution | The author presents a problem and one or more solutions to the problem  | <ul style="list-style-type: none"> <li>• problem is</li> <li>• dilemma is</li> <li>• if/then</li> <li>• because</li> <li>• so that</li> <li>• question/answer</li> <li>• puzzle is solved</li> </ul>   |  <pre> graph TD     Problem[Problem] --&gt; Solution[Solution] </pre>   |



# TEXT FEATURES

| TEXT FEATURES        | DESCRIPTION   |
|----------------------|---|
| Unit title           | Reviewing the unit titles can be helpful in giving the "big picture" of the topic.  |
| Heading or section   | These bold descriptors help students "chunk" or group information and provide a predictor for what will be read. (Encourage students to make questions out of their headings to provide purpose for their reading).   |
| Subheading           | These can help students identify sections that provide additional details and supporting information. Students should be taught to look at how the subheadings under a particular heading or section can help them identify important supplementary material and key details in support of the main concepts. |
| Special type formats | Authors often use italics and bold-faced type to highlight important terms or concepts or to show that definitions can be found in the glossary.  |
| Charts and graphs    | Authors use charts and graphs to illustrate specific points or to present information contained in the text in a visual format that is more easily understood by readers. (Encourage students to pay attention to them and to summarize what they portray).   |
| Pictures             | Pictures help readers visualize the text. Helping students determine the purpose of the picture can be beneficial—they see its value in illustrating concepts or statements presented in the text.  |
| Maps and time lines  | These can be helpful organizational tools. Maps and time lines help extend meaning and summarize the text for students. Teachers should model how to use the maps and time lines in the assigned reading.   |
| Table of contents    | The table of contents generally lists part, chapter, and unit and section titles; students can see how it summarizes the major concepts and ideas to be covered in the course.  |
| Glossary             | Glossaries are often underused by students but can be helpful in increasing their vocabulary or summarizing key terms and concepts. In regard to course content, a glossary's content-specific definitions are usually more complete and appropriate than the general definitions found in dictionaries.      |
| Appendix             | An appendix provides additional information and support materials that may be referenced in various parts of the text.  |
| Index                | The index is an alphabetical listing of subjects, people, places, (and sometimes events) covered in the text. Students may find it helpful in locating support information or information related to main or subtopics.   |

*You can help your students take advantage of the clues in various text features by doing a "talk aloud" in which you describe the different parts of the text and their purposes. You may want to provide your students an advance list of words you will be discussing. Students may take notes about each part as you "talk your way through the book."*



## SEARCH & FIND

How many examples of these text features can you find in your textbook? How do they aid comprehension?

### Team Members:

|   |  |
|---|--|
| Heading                                       |  |
| Subheading                                    |  |
| Special type formats<br>(bold, italics, etc.) |  |
| Labeled pictures or<br>diagrams               |  |
| Charts and graphs                             |  |
| Photographs                                   |  |
| Table of Contents                             |  |
| Glossary                                      |  |
| Index   |  |
| Appendix                                      |  |
| Maps  |  |
| Other   |  |

## THIEVES PRACTICE

**T** From the title, predict what the text is about.

**H** Look at all headings (and the table of contents) and then turn two of them into important questions that you think the text will answer (Why...? How...?).

**I** Use the introduction and first paragraph to predict the main idea (or to create a big question you think the text will answer).

**E** Write down everything you know about the topic. Use the back of this paper, if necessary. Circle any of your notes you would like to know more about, or write a question about them.

**V** List three important visuals found in the text and predict how they will help you understand the text.

**E** Guess the answers for the end-of-chapter questions, read any summaries, and write down every boldface or italicized word.

**S** So what? Why do you think the author wrote this text? What does its structure tell you?

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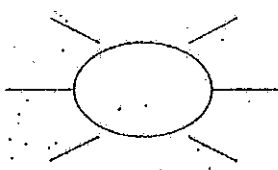
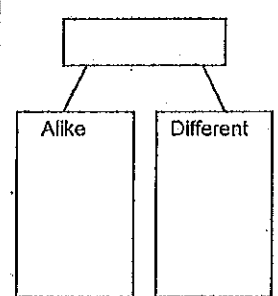
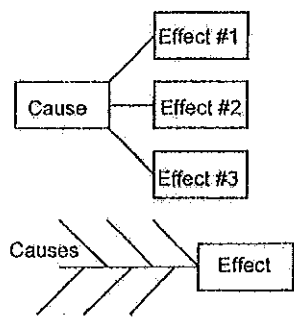
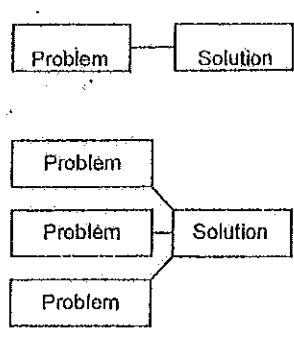
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**S** So what? Why do you think the author wrote this text? What does its structure tell you?

# Text Structures

| Pattern              | Description  | Cue Words   | Graphic Organizer   | Sample Passage  |
|----------------------|--|---|---|---|
| Description          | The author describes a topic by listing characteristics, features, and examples  | For example<br>Characteristics are  |    | The Olympic symbol consists of five interlocking rings. The rings represent the five continents—Africa, Asia, Europe, North America—from which athletes come to compete in the games. The rings are colored black, blue, green, red, and yellow. At least one of those colors is found in the flag of every country sending athletes to compete in the Olympic games.   |
| Sequence             | The author lists items or events in numerical or chronological order   | First, second, third<br>Next<br>Then<br>finally                                   | 1. _____<br>2. _____<br>3. _____<br>4. _____<br>5. _____                            | The Olympic games began as athletic festivals to honor the Greek gods. The most important festival was held in the valley of Olympia to honor Zeus, the king of the gods. It was the festival that became the Olympic games in 776 B.C. These games were ended in A.D. 394 by the Roman Emperor who ruled Greece. No Olympic games were held for more than 1,500 years. Then the modern Olympics began in 1896. Almost 300 male athletes competed in the first modern Olympics. In the games held in 1900, female athletes were allowed to compete. The games have continued every four years since 1896 except during World War II, and they will most likely continue for many years to come.   |
| Comparison           | The author explains how two or more things are alike and/or how they are different   | Different<br>In contrast<br>Alike<br>Same as<br>On the other hand                 |   | The modern Olympics is very unlike the ancient Olympic games, individual events are different. While there were no swimming races in the ancient games, for example, there were chariot races. There were no female contestants and all athletes competed in the nude. Of course, the ancient and modern Olympics are also alike in many ways. Some events, such as the javelin and discus throws, are the same. Some people say that cheating, professionalism, and nationalism in the modern games are a disgrace to the Olympic tradition. But according to the ancient Greek writers, there were many cases of cheating, nationalism and professionalism in their Olympics, too.  |
| Cause and Effect     | The author lists one or more causes and the resulting effect of effects  | Reasons why<br>If...then<br>As a result<br>Therefore<br>Because                   |  | There are several reasons why so many people attend the Olympic games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.   |
| Problem and Solution | The author states a problem and lists one or more solutions for the problem. A variation of this pattern is the question-and-answer format in which the author poses a question and then answers it. | Problem is...<br>Dilemma is...<br>Puzzle is...<br>Solved<br>Question...<br>answer |  | One problem with the modern Olympics is that it has become very big and expensive to operate. The city or country that hosts the games often loses a lot of money. A stadium, pools, and playing fields must be built for the athletic events and housing is needed for the athletes who come from around the world. And all of these facilities are used for only 2 weeks! In 1984, Los Angeles solved these problems by charging a fee for companies who wanted to be official sponsors of the games. Companies like McDonald's paid a lot of money to be part of the Olympics. Many buildings that were already built in Los Angeles area were also used. The Coliseum where the 1932 games were held was used again and many colleges and universities in the area became playing and living areas. |

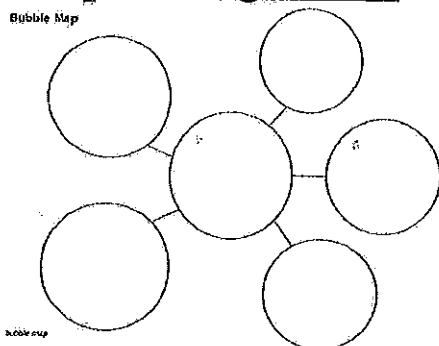
## DESCRIPTION

The author describes a topic by listing characteristics, features, and examples.

Signal Words:

- For example
- For instance
- Specifically
- Characteristics are
- Such as
- Looks like
- In addition

Graphic Organizer:



## Summary Frame Questions

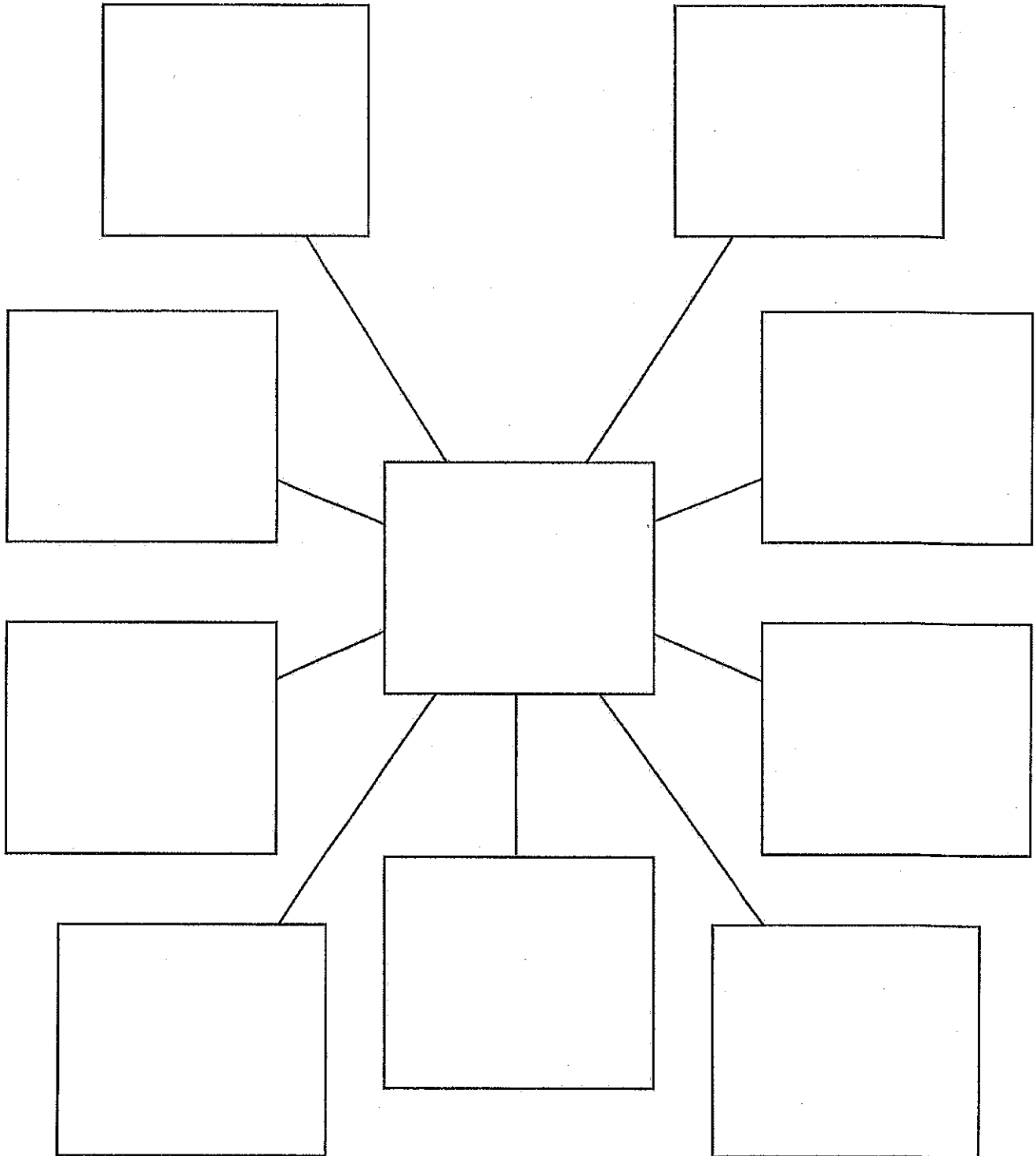
1. What specific person, place, thing, event, or concept is being described?
2. What are the most important attributes or characteristics?

Name \_\_\_\_\_

Date \_\_\_\_\_

**GRAPHIC ORGANIZERS AND GENERIC PATTERNS**

# Web Chart



# SEQUENCE

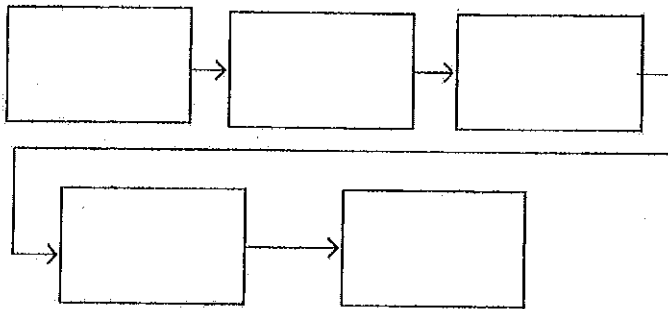
The author lists items or events in numerical or chronological order.

## Signal Words:

- First, second, third
- Next
- Then
- Finally

## Graphic Organizer:

Flow Chart Model



## Summary Frame Questions

1. What sequence of events is being described?
2. What are the major incidents that occur?
3. How is the sequence or cycle revealed in the text?

Name \_\_\_\_\_

Date \_\_\_\_\_

**GRAPHIC ORGANIZERS AND GENERIC PATTERNS**

## Series of Events Chain

Initiating Event



Event 2



Event 3



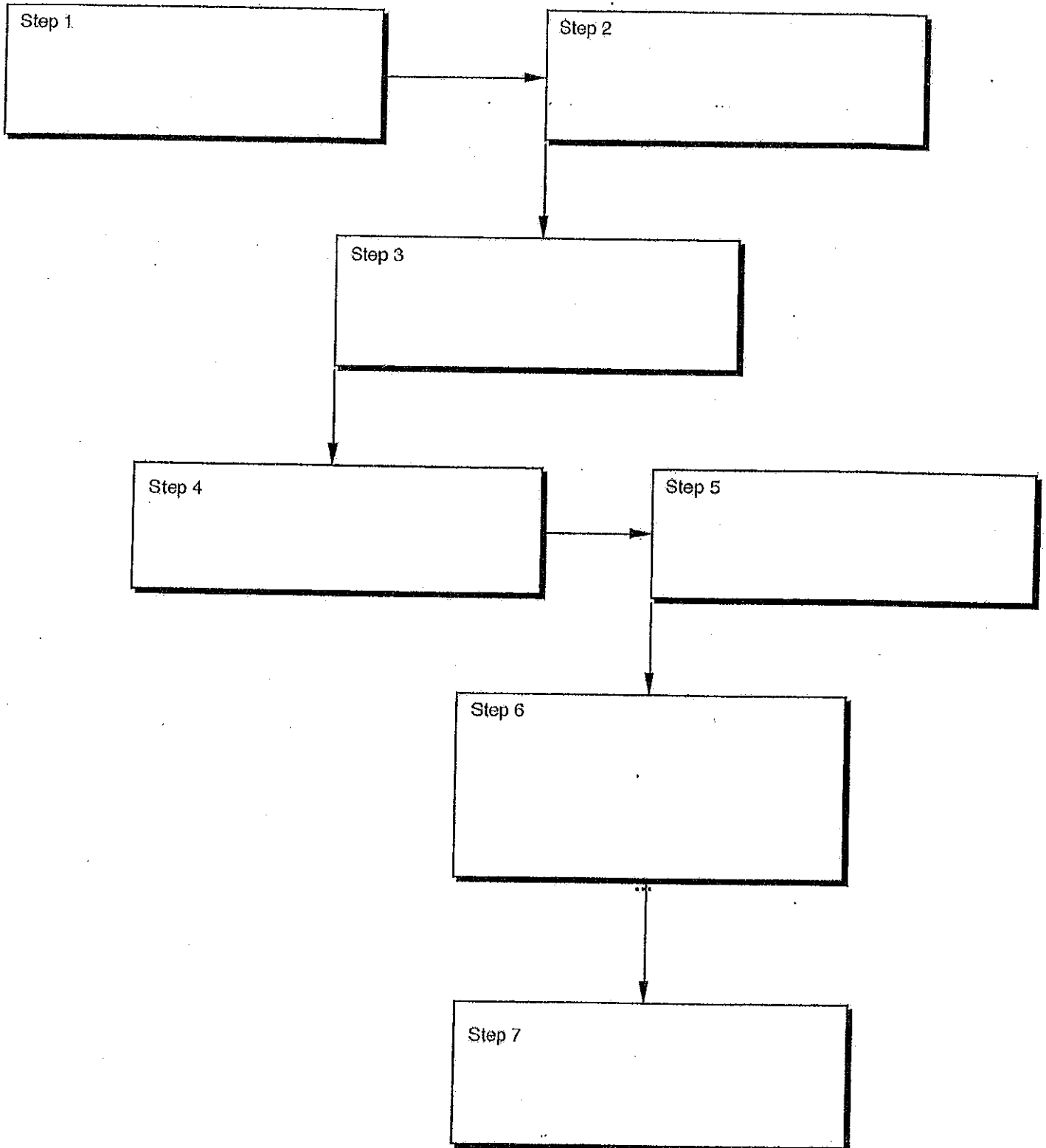
Event 4



Final Outcome



# Sequence Pattern



# COMPARE AND CONTRAST

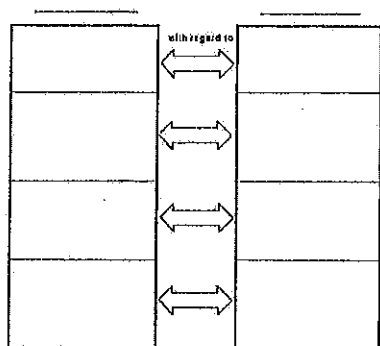
The author explains how two or more things are alike and/or how they are different.

## Signal Words:

- Different
- In contrast
- Alike
- Same as
- On the other hand
- Both
- Either-or
- However
- By contrast

## Graphic Organizer:

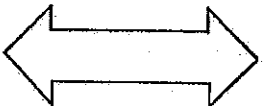
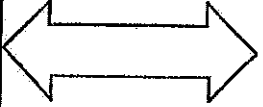
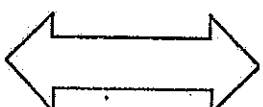
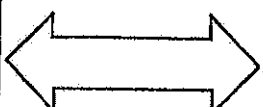
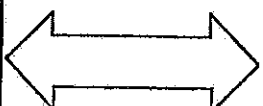
Compare and Contrast



## Summary Frame Questions

1. What items are being compared?
2. What is it about them that is being compared?
3. What characteristics of items form the basis of the comparison?
4. What characteristics do they have in common; how are these items alike?
5. In what way are these items different?

# Compare and Contrast

|  | with regard to  |  |
|--|---|--|
|  |    |  |
|  |    |  |
|  |  |  |
|  |  |  |
|  |  |  |

Indicate which items are similar and which are different.

# Compare and Contrast Chart Graphic Organizer

Item #1 \_\_\_\_\_

Item #2 \_\_\_\_\_

How are they alike?

How are they different?

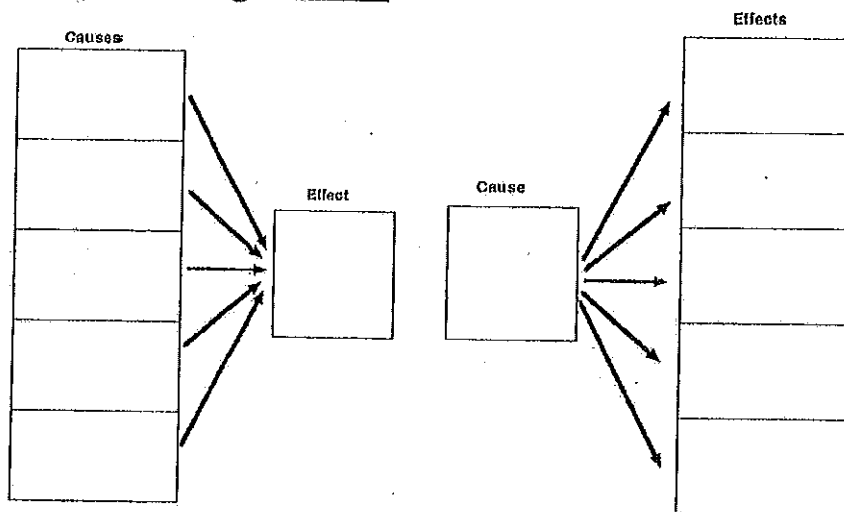
# CAUSE AND EFFECT

The author lists one or more causes and the resulting effects.

## Signal Words:

- Reasons why
- Reasons for
- If....then
- AS a result
- Therefore
- Because
- Finally
- Leads to
- Effects of
- Caused by
- Result
- Outcome
- Impact
- Influenced by

## Graphic Organizer:



## Summary Frame Questions

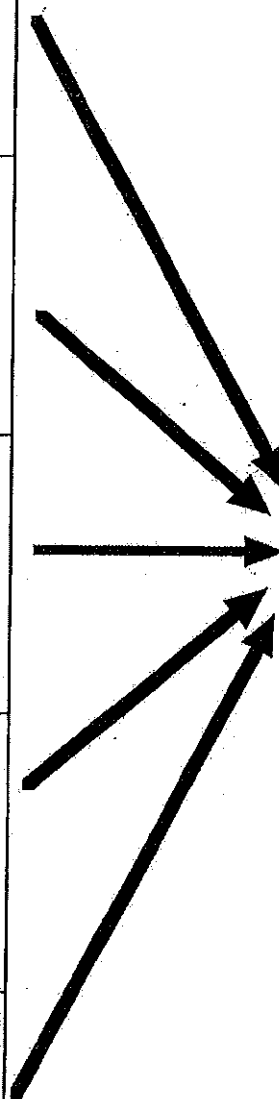
1. What specific event (s) occurred? What happened?
2. What was the cause (s) of the event?
3. In what ways did prior event (s) cause or influence the main event?
4. What was the effect (s) of the event?
5. What were the results or outcomes caused by the event?
6. According to the text, what is the significance of the event?
7. What words or phrases did the author use to signal cause/effect relationships?

**Causes**

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |

**Effect**

|  |
|--|
|  |
|--|



# PROBLEM AND SOLUTION

The author states one or more problems and lists one or more solutions for the problem.

## Signal Words:

- Problem is...
- Dilemma is...
- Puzzle is...
- Solved
- Question
- Answer
- Because
- Since
- This led to

## Graphic Organizer:

(The Problem: \_\_\_\_\_)

| Possible Solutions                       | Consequences<br>What will happen if I adopt this solution? | Pro<br>or<br>Con? | Value<br>How important is the consequence? Why? |
|--|--|-------------------|---|
| <br><br><br><br><br><br><br><br><br><br> |  |                   |   |

(The Best Solution: \_\_\_\_\_)

## Summary Frame Questions

1. What is the problem (s)?
2. Why is this a problem?
3. What is the possible solution (s)?
4. According to the text, what solution has the best chance for succeeding?

# Problem-Solution Frame

**Problem  
Box**

What is the problem?

Why is it a problem?

Who has the problem?

Solutions

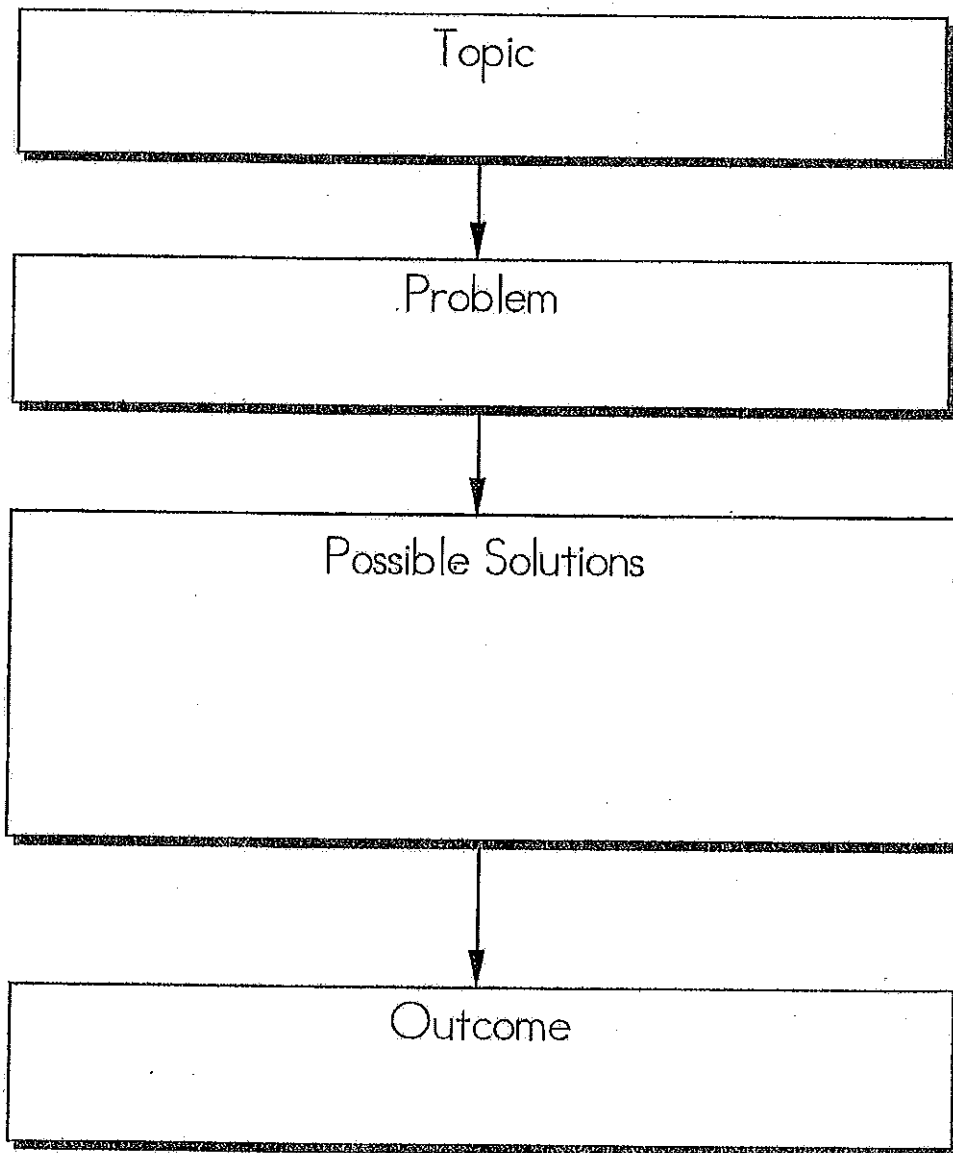
Results

**Solution  
Box**

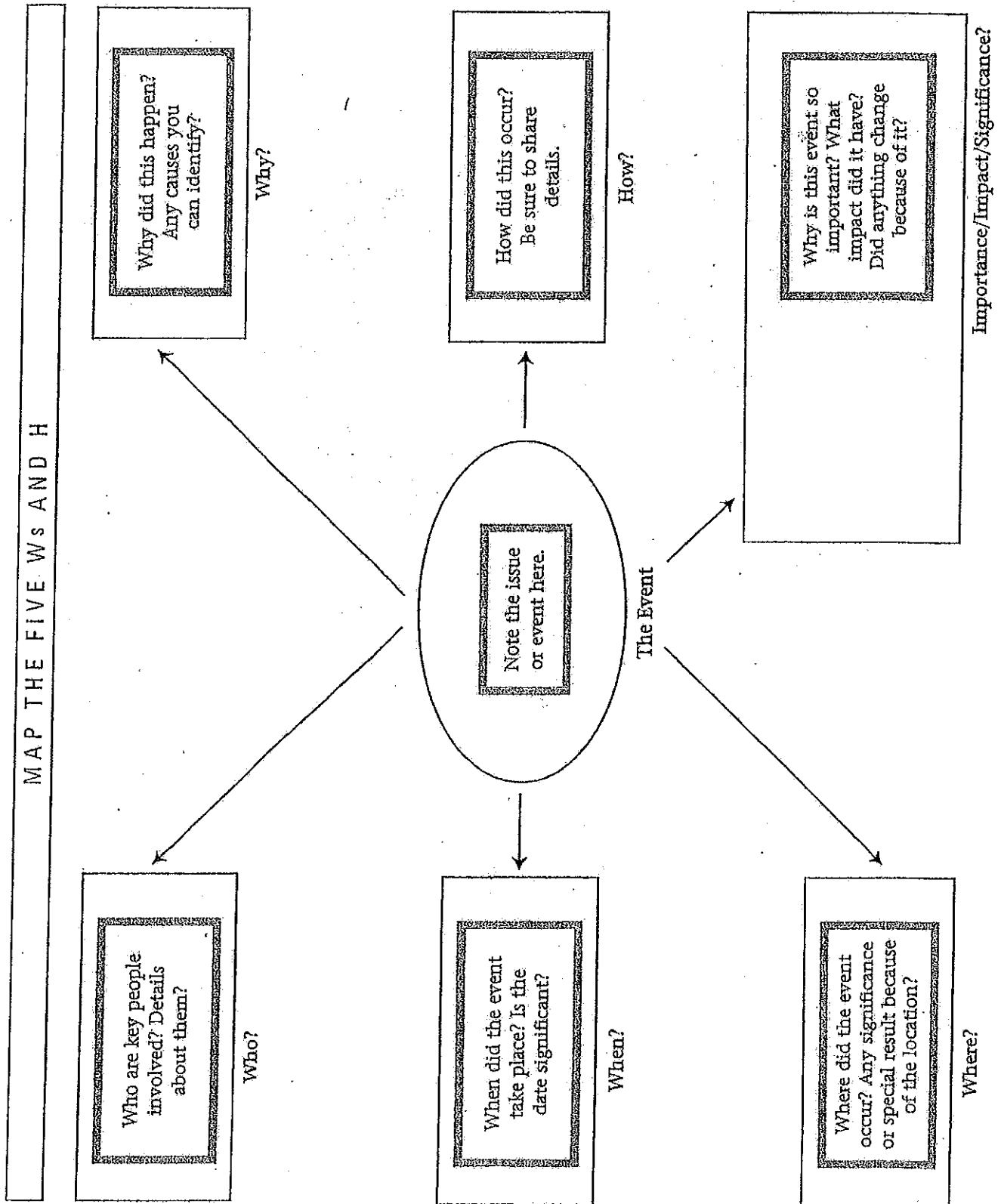
**End Result  
Box**



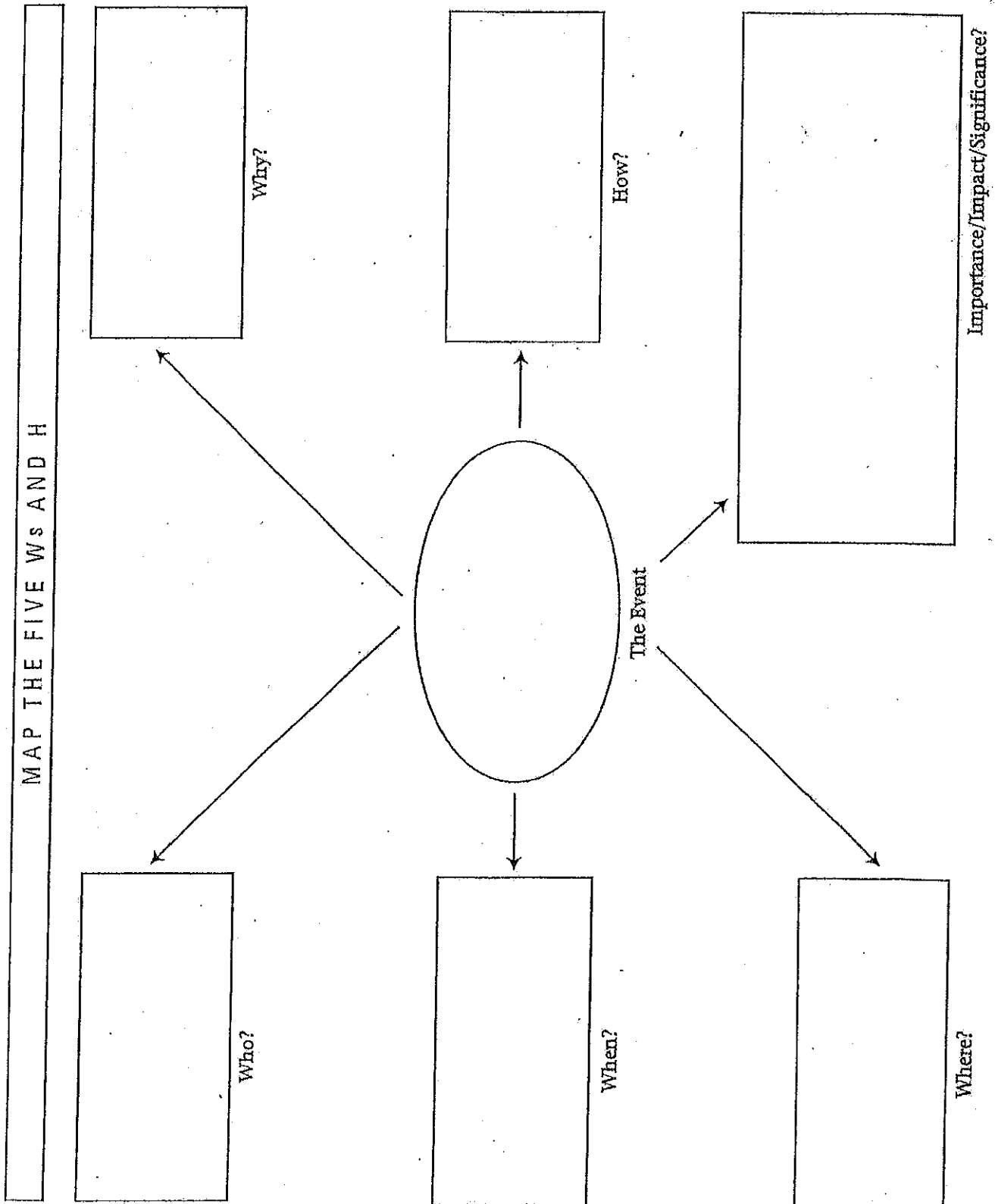
# Problem – Solution Pattern



READING STRATEGIES FOR THE CONTENT AREAS  
DURING-READING STRATEGIES



READING STRATEGIES FOR THE CONTENT AREAS  
DURING-READING STRATEGIES



## History Frame

### What is it?

A History Frame (Jones, 2001) is an application of story maps to historical events. A Story Map (Beck & McKeown, 1981) is a visual representation of the story structure. This strategy is commonly used in literature instruction. Students find graphic organizers helpful in sequencing and explaining the elements of different narrative text.

### How could it be used in social studies instruction?

Social studies text, especially history, as well as primary sources, can be written in a narrative format. Story elements such as characters, setting, plot, problem/solution, and theme are the same elements found in the study of historical events or episodes. This strategy helps students organize what they learn from their text about the "who, what, where, how, and why" of historical events.

### How to use it:

1. The teacher constructs a History Frame graphic organizer and models how to use it.
2. The students fill in the specific information after reading the selected text.
3. Students may construct their own History Frames using the necessary elements.
4. History Frames might be shared and discussed in small groups.

# STORY MAPPING HISTORY FRAME

## TITLE OF EVENT:

Battle of Agincourt

## PROBLEM or GOAL:

Henry V and his army of 6,000 were trying to reach Calais in order to sail to England. A French army of over 20,000, led by heavily armored nobles, gathered to defeat the English.

## PARTICIPANTS/KEY PLAYERS:

King Henry V (England)  
6,000 English troops (including archers)

French Nobles  
20,000 + French troops  
(including heavily armored knights)

**WHERE:** Between the villages of Agincourt and Tramecourt, France.

**WHEN:** October 25, 1415

## RESOLUTION or OUTCOME:

The English routed the French.  
The English lost a few hundred men.  
The French lost several thousand, including many nobles.  
Henry V and his army made it to Calais, and then to England.

## KEY EPISODES or EVENTS:

Henry V ordered longbowmen to fire on the French from a long range.  
French charged with Calvary over muddy terrain.  
The charge was stopped by the English archers.  
French continued the charge on foot.  
Heavily armored French were slow, exhausted, and easy targets for the English longbowmen.

## THEME/LESSONS/So What?

The success of the longbow ended the age of Chivalry. Medieval Knights in heavy armor were no longer a nation's most valuable military asset. Example of changing technology impacting military history.

*Note.* Basic format only from "Story Mapping History Frame," by R.C. Jones, 2001, retrieved from [readingquest.org](http://readingquest.org). Reprinted with permission of Raymond C. Jones.

# STORY MAPPING HISTORY FRAME

TITLE OF EVENT:

PARTICIPANTS/KEY PLAYERS:

PROBLEM or GOAL:

WHERE:

WHEN:



KEY EPISODES or EVENTS:



RESOLUTION or OUTCOME:

THEME/LESSONS/So What?

*Note.* From "Story Mapping History Frame," by R.C. Jones, 2001, retrieved from [readingquest.org](http://readingquest.org).  
Reprinted with permission of Raymond C. Jones.

## History Frames

As students struggle to read about a historical event, they can use a History Frame to help them extract the key facts and concepts in a block of text and then organize that information. We can reinforce reading and thinking skills across the disciplines by using History Frames; a similar learning method, the Story Map, is commonly used in elementary language arts classes. When analyzing a work of fiction, English teachers often ask students to identify the "elements" of a story, such as setting, characters, plot, and theme—and then summarize this information on a frame or chart. When we look at historical events, we're interested in similar questions:

1. **Participants/Key Players:** Who are the people who were involved in this? Who played major roles? Who were minor actors?
2. **Setting/Place:** Where and when did this event take place? Over what period of time?
3. **Key Episode or Events:** This section can be subdivided into three parts:
  - (a) *Problem, Conflict, or Goal:* What problem arose, or what were the key players aiming to achieve? What set events in motion?
  - (b) *Episodes:* What were some of the crucial actions that drove the situation?

(c) *Resolution, Consequences, or Outcomes:* How was the problem solved? Or in what ways did people fail to find a solution? Did the characters attain their goals? (Stress to students that they should go back to the problem or goal they identified in order to say how it was resolved or whether it was met.)

4. **Theme/Lessons/Meaning:** This is the "so what?" of a history frame or story map. You might think of the theme of a historical period as the larger meaning of it. It is asking: "What have we learned from this?" In addition, the theme can be the way that a student relates an event she has read about to her own life: "What, after all, does this new information mean to me?"

Placing key words within a History Frame guides young learners through a logical process of finding and organizing information. This is a step toward developing understanding and creating meaning.

With struggling readers, the teacher can walk through the process by passing out a blank history frame and asking students to read aloud the labels on the frame ("Characters/Participants," etc.). Then the teacher can lead a discussion in which each element on the frame is answered by a passage found in the reading material (whether a textbook, handout, etc.). Finally, students can work silently or in small groups to fill out the form, echoing what was just uncovered in the class discussion.

Source info for History Frame, below, is [www.readingquest.org](http://www.readingquest.org). Click on "Strategies."

## History Frame

|                                |                                  |
|--------------------------------|----------------------------------|
| <b>TITLE OF EVENT:</b>         | <b>PARTICIPANTS/KEY PLAYERS:</b> |
| <b>PROBLEM or GOAL:</b>        | <b>WHERE:</b><br><b>WHEN:</b>    |
|                                |                                  |
| <b>KEY EPISODES or EVENTS:</b> | <b>RESOLUTION or OUTCOME:</b>    |
|                                |                                  |
| <b>THEME/LESSON/MEANING</b>    |                                  |

### Historical Fiction/Nonfiction Pairs for Students to Investigate

The following list of historical fiction/nonfiction pairs provides a starting point for student inquiries into historical truth. Start by reading the historical fiction to students to engage them in the topic, or have them read it on their own. After reading it, have students raise questions about historical truth: What actually happened? What might have happened? Then have students attempt to answer their questions by reading the nonfiction.

| Topic                       | Historical Fiction   | Nonfiction   |
|-----------------------------|--|--|
| American Revolution         | <i>My Brother Sam Is Dead</i> by James Lincoln Collier and Christopher Collier | <i>Give Me Liberty!</i> by Russell Freedman                    |
| Child Labor                 | <i>January 1905</i> by Katharine Boling  | <i>Kids at Work</i> by Russell Freedman                        |
| California Gold Rush        | <i>The Ballad of Lucy Whipple</i> by Karen Cushman                             | <i>The Great American Gold Rush</i> by Rhoda Blumberg          |
| Coal Mining                 | <i>Coal Miner's Bride</i> by Susan Campbell Bartoletti                         | <i>Growing Up in Coal Country</i> by Susan Campbell Bartoletti |
| Dust Bowl                   | <i>Out of the Dust</i> by Karen Hesse  | <i>Children of the Dust Bowl</i> by Jerry Stanley              |
| Irish Potato Famine         | <i>Nory Ryan's Song</i> by Patricia Reilly Giff                                | <i>Black Potatoes</i> by Susan Campbell Bartoletti             |
| Orphan Trains               | <i>Rodzina</i> by Karen Cushman  | <i>Orphan Train Rider</i> by Andrea Warren                     |
| Slavery                     | <i>Day of Tears</i> by Julius Lester   | <i>Slavery Time When I Was Chillun</i> by Belinda Hurnence     |
| Teddy Roosevelt             | <i>The President's Daughter</i> by Kimberly Brubaker Bradley                   | <i>Theodore Roosevelt</i> by Betsy Harvey Kraft                |
| Yellow Fever Epidemic, 1793 | <i>Fever 1793</i> by Laurie Halse Anderson                                     | <i>An American Plague</i> by Jim Murphy                        |